

DOCUMENT RESUME

ED 296 212

CG 020 902

AUTHOR Kurtz, Jan
TITLE The ABCs of Advising Student Activities.
INSTITUTION National Association of Secondary School Principals,
Reston, VA. Div. of Student Activities.
REPORT NO ISBN-0-88210-203-6
PUB DATE 87
NOTE 74p.
AVAILABLE FROM National Association of Secondary School Principals,
Division of Student Activities, 1904 Association Dr.,
Reston, VA 22091 (\$7.00, order #6208801).
PUB TYPE Guides - Non-Classroom Use (055)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Communication Skills; *Extracurricular Activities;
*Group Dynamics; Leadership; Pupil Personnel
Services; Secondary Education; Students

ABSTRACT

This document is a guide for advisers of student activities. It provides ideas and information, explores alternatives, and answers questions about student activities. The topics are arranged in alphabetical order, with one topic for each of the 26 letters of the alphabet. Topics covered include: attitude, brainstorming, communication, decision making, evaluation, forms, groups, hassles, ideas, job descriptions, keepsakes, leadership, meetings, notes, organization, purpose, quality versus quantity, resources, setting goals, traditions, uncovering invisible kids, voting, warm-ups, 'xtra space, you!, and "ze end." Each topic begins with an inspirational quotation. (ABL)

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The ABCs of
Advising
Student Activities

by
Jan Kurtz

This handbook is dedicated to:
EARL, who dreams my dreams,
inspires me to make them come true,
and writes so many wonderful words
worth calling my own!

NASSP Executive Director:	Scott D. Thomson
Director, Student Activities:	Dale Hawley
Director Publications and Editorial Services:	Thomas Koerner
Book Editor:	Jackie Rough

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ISBN 0-88210-203-6
National Association of Secondary School Principals
Division of Student Activities
1904 Association Dr. Reston, Va. 22091
(703) 860-0200

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Congratulations!

As a student activity adviser, you have the opportunity to make your organization the most important and successful one in your school, to provide students with valuable leadership experiences, and to enjoy the benefits of working with enthusiastic young leaders.

Regardless of whether you are a sponsor because it was your turn, your name was drawn from a hat, you were standing in the wrong place at the wrong time, or because you volunteered, you can make a difference in your school, your organization, and your students! Whether you advise student council, honor society, cheerleaders, or chess club, this book will help you to be more effective.

This handbook provides ideas and information, explores alternatives, and answers questions. Use it as a guide to what may well be the single most significant learning experience of your life!

A

Attitude

*"The first thing to do
is to fall in love with your work."*

Your attitude as a student activities sponsor is the most important factor in determining the success you will have. Whether you volunteered to serve as a sponsor, were appointed one, or got tricked into it, you *are* the sponsor now, and what you put into the experience will determine what you will get out of it.

Why not adopt the attitude that being an adviser is joyous, fun, and exciting? Being a sponsor is a self-fulfilling prophecy: What you expect from the experience is what you will get.

So decide now to expect the best, and you'll have a terrific year.

You Are What You Believe About Yourself

One day a naturalist who was passing by asked a farmer why it was that an eagle, the monarch of all birds, should be confined to live in the barnyard with his chickens.

"Since I have given it chicken feed and trained it to be a chicken, it has never learned to fly," replied the farmer. "It behaves as chickens behave, so it is no longer an eagle."

"Still," insisted the naturalist, "it has the heart of an eagle and can surely be taught to fly."

After talking it over, the two men agreed to find out whether this was possible. Gently the naturalist took the eagle in his arms and said, "You belong to the sky and not to the earth. Stretch forth your wings and fly."

The eagle, however, was confused; she did not know who she was. Seeing the chickens eating their food, she jumped down to be with them again.

Undismayed, the naturalist took the eagle on the following day up on the roof of the house and urged her again, saying, "You are an eagle. Stretch forth your wings and fly." But the eagle was afraid of the unknown and jumped down once more for the chicken food.

On the third day the naturalist rose and took the eagle out of the barnyard to a high mountain. There he held the monarch of birds high above him and encouraged her again, saying, "You are an eagle. You belong to the sky as well as the earth. Stretch forth your wings now and fly."

Then the eagle began to tremble; slowly she stretched her wings. At last, with a triumphant cry, she soared into the heavens.

It may be that the eagle still remembers the chickens with nostalgia; it may even be that she occasionally revisits the barnyard. But she has never returned to lead the life of a chicken.

Just like the eagle, if you have learned to think of yourself as something you aren't, you can re-decide in favor of what you really are.

B

Brainstorming

*"When thinking persons are faced with a new idea,
they do not merely accept it or reject it,
they build upon it."—Don Robinson*

Brainstorming is a valuable tool when individuals or groups need to discuss ideas before making a decision. Ideas for all types of projects, solutions to problems, advantages and disadvantages of choices, ways to evaluate, methods to achieve goals, organization techniques, and many other helpful concepts can be generated by brainstorming.

Remember to keep groups small enough to allow input from everyone, but large enough to provide a variety of ideas. Set a time limit for each brainstorming session and be sure someone in the group is writing down all the ideas. (It may be desirable to have two recorders in each group so that great thinkers aren't stymied by slow writers.)

If the people doing the brainstorming will not be involved in the subsequent judging of ideas, be sure that they are told why ideas were rejected or accepted.

The following rules apply to brainstorming:

1. Think positively. Realize that a solution to the problem does exist and that the task is to find it.
2. Write down every idea that comes to mind. The wilder the ideas, the better the results. Don't try to judge any ideas at the time they occur—just write them down.
3. Write down as many ideas as possible. Quantity is essential to the success of this system. Don't overlook the very idea that may be the answer to the problem.
4. Combine and improve your ideas. One thought often leads to another.

Remember, negative thinking is not allowed. A large number of ideas is essential. Combining and improving these ideas is next. When all ideas are down on paper, consider them separately and begin judging them. Eliminate those that won't work, and put the rest through the following selection test:

1. *Effectiveness:* How effective will the idea be?
2. *Implementation:* How easy will it be to put the idea into action?
3. *Time:* How long will it take?
4. *Cost:* How much will it cost?

The idea that scores best on all four tests is likely to be winner.

C

Communication

*"Listen carefully, speak calmly,
Cease when you have no more to say,
And you possess the best requisites of human beings."—Pickley*

To be a good communicator, a student activities adviser must speak and listen well. Delivering clear verbal and non-verbal messages to organization members is important. Actively listening to what the students in the organization have to say is also a must.

Active listening helps us to understand what the other person really means. Keep in mind:

1. People prefer talking to listening, and
2. The listener actually controls the conversation.

To listen effectively and keep control of what is said, check your understanding regularly by summarizing what the other person says. Wait for feedback confirming that your understanding is correct, or clarifying what the speaker intended. This technique can be used when the speaker is emotionally upset, when you want to listen objectively in problem-solving and conflict situations, or when you are being criticized. Active listening is a tool that can help you to keep your cool and remain objective and empathic to the other person's point of view.

Guidelines for Active Listening

- Create a positive atmosphere through non-verbal behavior. When you appear alert and attentive, the other person feels important and more positive.
- Be interested in the other's needs, wants, and ideas.
- Allow the sender to bounce ideas and feelings off you while assuming a non-judgmental, non-critical manner. Accept what is happening.
- Mirror the person: Reflect what you think the other person is feeling and/or saying to you.
- Summarize in your own words what was said.
- Avoid stock phrases, such as:
 - Oh! It's not that bad.
 - You'll feel better tomorrow.
 - It will go away; don't be so upset.
 - You shouldn't feel that way; it's only a small matter.
 - You're making a mountain out of a molehill.
- Help the people to solve problems by avoiding telling them what they should do.
- Explore with the speaker all possible options for solving the problem.

Communication Outside Your Organization

Often, your communication with people outside the organization (administrators, faculty members, parents, students) is the most vital. Your skill in conveying to them the importance of a project, their support, or their ideas will help you "win them over." When presenting a project for approval, be sure to answer all possible questions before they can be asked by covering that information in your initial presentation. Play "devil's advocate" ahead of time and find a solution to problems that others might foresee.

Don't fall into a negative attitude; staff lounges are often centers of criticism, and it's easy to get caught up in the complaining mode. Remember your positive approach and support your activities 100 percent of the time.

Publicity

The success of many of your organization's projects will depend on how informed others are about them. Communication is more than just speaking and listening. It also includes publicity. There are many ways to publicize an event: posters, announcements, and flyers are among the most common. Use them, but do so creatively so that your public isn't lulled into apathy.

Students should be heard in:

newspapers, radio, assemblies, television, telephone hot-line, posters, bulletin boards, local newspapers and magazines, display cases, surveys, questionnaires, newsletters, secret messages, campaigns, meetings, scrapbooks, special weeks/days/months.

A public relations committee is one way to work on keeping the public informed about the good things your group does.

Here are some ideas to get the news out:

- singing commercials on the intercom.
- sell Chinese fortune cookies with student-written fortunes.
- publish a newspaper.
- buy TV time.
- tape record student suggestions.
- write thank-you notes on coconuts.
- build a telephone tree asking each student to call three students who then call three students, and so on.
- rent a billboard and thank the teachers.
- do something exciting every day.

With the help of brainstorming, you and your students can come up with lots of ways to publicize an event. The more original the idea, the better. Be sure to include "who, what, when, where, and how" in your publicity, keep it short and simple, and remove posters as soon as the project is completed.

Maybe the most important job an adviser can do is to help students, teachers, parents, administrators, and the community talk with each other. Leaders communicate with those they represent. Hear, share, and speak. Leaders must know what people think, but also what they feel.

D

Decision Making

*"It does not take much strength to do things,
but it requires great strength to decide what to do."*

The decisions you and your students will make for your organization will solve problems, determine your goals, improve human relations, and create new situations that will require additional decisions.

One of the first decisions to be made is *who* will *make* what decisions. Allowing students to make decisions is beneficial, but be sure that you can live with their choices. It's unfair to ask their input if you've already made up your mind, or if there are certain ideas you will refuse to accept.

Groups make decisions in many ways: majority rules, expert decides, officers and sponsors decide, consensus, and so on. While all these are appropriate at different times, take the time to allow your entire group to reach consensus if the entire group will be needed to implement the decision. Remember: people tend to support that which they help to create!

Action Planning

One method of decision making is called action planning. It's easy, efficient, and can be used for almost every type of decision, by individuals or groups. Action planning involves brainstorming so review the "Rules of Brainstorming" and remember to set time limits.

1. Brainstorm the positive aspects of your subject: school, organization, personal life, school dances, homecoming, fundraising, elections, and so on.
2. Brainstorm the areas of the subject that could be improved.
3. Pick an area of improvement on which to focus and set a realistic goal for implementation. Be sure that your goal is stated in measurable terms so that you'll know you've reached it. (Ex.: We will increase the number of students on the honor roll by 10%. Not: We will improve academics at our school).
4. Brainstorm all the obstacles that could possibly interfere with achieving the goal.
5. Brainstorm all the resources you have to accomplish your goal.
6. List the things you will do to achieve your goal.
7. Make a job chart (see "Forms") and include the following:
 - a. Task to be completed,
 - b. Person(s) who will complete it,
 - c. Date to be completed,
 - d. A column for checking the task off when it's finished.
8. After these tasks are completed, determine whether or not the goal was reached.
9. Evaluate the decision, goal, and implementation. If the goal was not achieved, why not? How could the process be improved next time?

Keep a copy of your evaluation for reference and to help future members. Now, begin your next action plan.

Making Personal Decisions

To make a good decision, I must weigh the predictable consequences of my actions against my values, and be prepared to accept even the consequences I did not predict. Questions for decision making in my life might include:

- Would I regret this action one year from now? five years? ten years?
- What would the effect of this decision be upon the world?
- How would this action affect the future I have planned for myself?
- Would this action help or hinder the fulfillment of the goals I have set for myself? for my group?
- Is this action right? fair? just?
- What would be the benefits and consequences for this action?
- How would I describe this action in a letter? on the radio?
- How important is this action in relation to other alternatives?
- What are the chances of fulfilling the purpose I/we have chosen for it?
- How would this action positively/negatively affect my performance in other areas of my life?
- How would this action be written up in a newspaper? How does it look?
- If a friend took this action and then told me about it, how would I react?

E

Evaluation

*"We judge ourselves by what we feel capable of doing,
while others judge us by what we have already done."*

—Henry Wadsworth Longfellow

Every activity should be evaluated so that students can learn how to improve their projects. Evaluation also gives them a chance to celebrate success. Whether the evaluation is by a show of hands, a phone survey, or a written form, be sure to have both participants and planners/workers give their opinions.

Evolve around goals and objectives.

Verify work of the organization and what others say is happening.

Assist in self-evaluation by members.

Lead to constructive suggestions.

Utilize many techniques or devices.

Action gets results because of feedback and data.

Timeliness in assessing what is taking place is essential.

Involve many people.

Objectively evaluate using data, not guesses, as a basis.

Notify others for program publicity and effectiveness.

Adjust the sample evaluations in this section to fit your particular project and needs. Use them to help you design questions, determine the content you wish to cover, and as a sample of the types of questions that can be used.

Remember to keep copies of completed evaluations—they're valuable to future group members.

Project Evaluation

(Planner's Copy)

Project: _____ Date Begun: _____

Date Completed: _____

1. How long did it take to plan this project?

Check the planning methods used:

- ☐ phone calls
☐ night meetings
☐ other (specify)

- ☐ lunch meetings
☐ after school shopping
☐ after school meetings

2. What was the most difficult part of planning this project? Explain why.

3. How would you make this part easier next time?

4. What are your overall feelings about this project now that it's completed? (Check as many as apply)

- | | |
|---|---|
| ☐ I hated it! | ☐ The best ever! |
| ☐ I'll never do it again! | ☐ A huge success! |
| ☐ It was fun! | ☐ Lots of work, but worth it! |
| ☐ If I'd had more help, it would have been better! | ☐ Wish I could have enjoyed it instead of working on it! |

5. List the tasks you (and your committee) did to make this project work:

_____	_____	_____
_____	_____	_____
_____	_____	_____

6. List the people (including committee members) who helped you complete this project:

_____	_____	_____
_____	_____	_____
_____	_____	_____

7. What message would you give to the next person(s) who try this project? _____

8. Use the space below for any other comments you wish to make.

Signature _____

Project Evaluation (Participant's Copy)

Project:

1. What did you enjoy most about this activity?

2. How would you improve this activity if you were on the planning committee?

3. How did you find out about this activity?

4. Did you need more information before attending? ☐ yes ☐ no
If yes, what?

5. Rate the following:
 - a) Admission: ☐ too expensive ☐ too cheap ☐ okay
 - b) Music: ☐ too loud ☐ too soft ☐ too old-fashioned ☐ unclear
 - c) Games: ☐ childish ☐ fun ☐ hard to win ☐ crowded ☐ boring
 - d) Speakers: ☐ interesting ☐ dull ☐ funny ☐ no new information
6. If we were to hold this activity again, would you attend?
☐ yes ☐ no Why or why not?

7. Use the space below for any further comments you wish to make. Thank you!

Post-Meeting Reaction

Directions: Rank-order each sentence: 1 (not at all) to 10 (most definitely) to describe this meeting and your behavior at it.

Meeting:

- ☐ This meeting was warm and friendly.
- ☐ People were aggressive.
- ☐ People were interested and involved.
- ☐ People tried to dominate.
- ☐ We needed help.
- ☐ We got off the subject a lot.
- ☐ We were strictly job-focused.
- ☐ Members were polite.
- ☐ There was lots of irritation.
- ☐ We decided how to handle issues and solve problems before we started.

Your Behavior:

- ☐ I was warm and friendly.
- ☐ I did not participate much.
- ☐ I concentrated on the job.
- ☐ I tried to get everyone else involved.
- ☐ I took over the meeting.
- ☐ I was polite to everyone.
- ☐ My suggestions were off the point sometimes.
- ☐ I was a follower.
- ☐ I was angry at times.
- ☐ I was eager.

Comments:

Victory Conference—Student Evaluation

Please answer the following questions to help us know your feeling about the conference today.

1. How would you rate this conference? (check one)

☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Waste of Time

2. What describes your feelings about the information in the sessions?

☐ Very helpful ☐ Helpful ☐ Little new information ☐ No new information

3. Which session was your favorite?

☐ V is for Visible

☐ V is for Variety

☐ V is for Valuable Help

☐ V is for Victorious

☐ V is for Vast Explorations

Why was this session your favorite?

4. What was your favorite part of the day?

5. Which officers' session did you attend?

Rate it: ☐ Excellent ☐ Good ☐ Average ☐ Poor

Comments about session:

6. If your school were to hold a leadership conference, what would you change from the way it was done today?

7. Are you glad you came? ☐ yes ☐ no Why or why not?

8. Please use the space below to write any additional comments.

Thank you for attending the VICTORY Conference!

Please evaluate Friday's pep assembly by answering the following questions:

On a scale of 1 (the pits) to 10 (terrific) rate the following:

- | | | |
|--|--|--|
| ☐ a. Yell Leaders | ☐ b. Choice of Cheers | ☐ c. Relay Race |
| ☐ d. Gymnastics Display | ☐ e. Spirit War | ☐ f. Overall |

What was the best thing done at the pep assembly and why?

What thing(s) needed improvement?

How could we improve the leadership introducers?

How would you compare this assembly to the other pep assemblies this year?

- | | | |
|-------------------------------|---------------------------------|--------------------------------|
| ☐ Same | ☐ Better | ☐ Worse |
|-------------------------------|---------------------------------|--------------------------------|

Should we make the gymnastics display a traditional part of our final assembly every year?

- | | |
|------------------------------|-----------------------------|
| ☐ Yes | ☐ No |
|------------------------------|-----------------------------|

Comments:

F

Forms

*"Life is like a potato salad—
share it, and it becomes a picnic."*

THINGS TO DO TODAY

DAY _____

Appointments and Telephone Calls:

_____	_____
_____	_____
_____	_____

	Done ✓
1. _____	☐
2. _____	☐
3. _____	☐
4. _____	☐
5. _____	☐
6. _____	☐
7. _____	☐
8. _____	☐
9. _____	☐
10. _____	☐
11. _____	☐
12. _____	☐
13. _____	☐
14. _____	☐
15. _____	☐

Weekly Goal Planner

From: _____

I am determined to be a more successful person *this week* than I was last week (and last week was great).

Week of: / / to / /

My major goal: _____

My specific goals for this week: _____ Code: *Must do this as soon as possible!
 _____ xWant desperately to do this now!
 _____ °Agreed to do this (promised) ASAP!
 _____ #Priority chosen (1, 2, 3, etc.)

Priority: This Week's Achievements/Objectives: Comments/Concerns/Ideas:

What differences have been made? _____ Next Week's Objectives:
 How were these measured? _____
 What reports to whom? _____
 Progress? Needs? Accomplishments? _____

Cost: (salaries/materials/service/personal visits/mileage/
 time/

_____ or: _____

The most valuable achievement/event of the week: Long-range Goals/Targets:

Because: _____

I have grown: _____

Items for the groups/classes I serve:

Items for people: as information
 for decision/for their meetings/or
 for my own agenda items, etc:

to: _____

to: _____

Monthly Planning Sheet

Objectives for _____, 19 ____

To: _____

Goals for this month:

From: _____

A _____

Things to do this month:

B _____

C _____

D _____

Meetings to hold this month:

People to see this month:

Phone:

Address:

Things to remember:

Deadlines:

Carry-over stuff:

Objectives:

A Year-Long Planning Form

This is a sweeping over-view of the year. These projects were selected to achieve our goals.
(We've listed specific dates where possible.)

JULY		AUGUST	
GOALS:	PROJECTS:	GOALS:	PROJECTS:
SEPTEMBER		OCTOBER	
GOALS:	PROJECTS:	GOALS:	PROJECTS:
NOVEMBER		DECEMBER	
GOALS:	PROJECTS:	GOALS:	PROJECTS:
JANUARY		FEBRUARY	
GOALS:	PROJECTS:	GOALS:	PROJECTS:
MARCH		APRIL	
GOALS:	PROJECTS:	GOALS:	PROJECTS:
MAY		JUNE	
GOALS:	PROJECTS:	GOALS:	PROJECTS:

MONTHLY CALENDAR WORKSHEET

Month: _____

Major Personal Goal: _____

Planner: _____

Major Group Goal: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Planning Guide for Officers

Officers may find it helpful to complete a planning guide before and during each meeting.

Planning Guide for Officers

Date clearance for the meeting made through the office _____

Meeting Place _____ Date: _____

Time: _____ Equipment Needed: _____

Reminder and Notes

Questions and Comments

1. Re-read the minutes of the previous meeting. (Note changes).

2. Committee reports due. (Are chairpersons ready with written reports? Which committees?)

3. Unfinished business. (Requiring action or further discussion.)

4. New business. (Suggestions to be presented.)

5. Announcements. (Is information complete and correct?)

6. Program/Guest Speaker/Film for Meeting/Slides. (Equipment and participants ready?)

Today's Date _____ / _____ / _____

Activity Planning Sheet

Type of activity: _____ Sponsor: _____

Name or theme of event: _____

Name of person in charge: _____ Telephone: _____

Planning committee: _____

Date of event: _____ Time: _____ Location: _____

Who is the event for: _____

Budgeted amount for publicity: _____ Methods of publicity: _____

Frequency of event: _____ daily _____ weekly _____ biweekly _____ monthly
_____ quarterly _____ semi-annually _____ annually.

Will tickets be needed: _____ When _____ Ticket price: _____

Ticket outlet locations: _____ When: _____

Ticket sales deadline: _____

Seating arrangements: _____ Parking arrangements: _____

Dress: _____ Refreshments: _____

When should publicity begin: _____ Kinds of publicity: _____

Newspaper _____ Radio _____ TV _____ House Magazine _____ Flyers _____

Billboards _____ Banners _____ Other _____

Printed programs: Yes _____ No _____ When? _____ Who is doing this? _____

Information for the program: _____

Special theme/logo/colors that should be used with publicity: _____

Information about performing group, special guests, or speakers: _____

Goals/Purposes of doing this: _____

Additional information/ideas/suggestions: _____

Report submitted by: _____

To: _____

Committee Report Form

Today's date: _____ / _____ / _____

Committee name: _____

Chairperson: _____ Phone: _____

1. Member: _____ Phone: _____

2. Member: _____ Phone: _____

3. Member: _____ Phone: _____

4. Member: _____ Phone: _____

5. Member: _____ Phone: _____

6. Member: _____ Phone: _____

7. Member: _____ Phone: _____

Assignment: _____

Facts involved: (information collected) _____

Recommendations to: _____

Signature: _____

Committee Chairperson

Date of Report

Group Roster

Name of Group: _____ Roster, as of this date _____
(Pencil in the information)

Last Name	First	Address	Zip	Telephone	Committee or Office	Notes
					Adviser	
					President	
					Vice-President	
					Secretary	
					Treasurer	
					Reporter	

List Members Alphabetically:

Today's Date: _____

Planning Schedule
(Job Chart)

Activity: _____

Date of Activity: _____

Committee Responsible: _____

Tasks:	Person Responsible:	Date To Be Completed:	Completed (✓)	Comments:

Treasurer's Sample Ledger Sheet

Account _____ # _____		Amount budgeted _____		
Date	Transaction	Amount		Running Balance
		Received	Expended	

Sample Form for Treasurer To Report Financial Information

[illegible]

Chaperone and Guest List Student Clean-Up Committee

(Please submit this sheet to activities office
one week before activity)

Club name: _____

Title of activity: _____

Date of activity: _____ Time: _____ To _____

Chaperones and Guests:

Name	Address	Telephone
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student Clean-Up Committee: (Submit at least 10 names)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Special Duty Officers:

_____	_____
_____	_____

Signature (Club Officer)

Signature (Club Adviser)

Sample Application for Student Council Office

1. Student's Name _____
2. Check office for which you will run: _____ President
_____ Vice-President _____ Secretary _____ Historian
3. Were you an active Student Council Representative this year?
_____ Yes _____ No
If yes, second period teacher's name _____
4. Were you an active Student Council Representative *last* year?
_____ Yes _____ No
If yes, for what teacher(s)? _____
5. List all activities you have *actively* participated in at school in the past two years: _____

List all activities you actively participate in outside school: (Church, Community, etc.) _____

Briefly tell why you wish to run for a Student Council office for the 19__-__ school year. What are your goals for next year's Student Council? (Use the back if you wish): _____

G

Groups

*"There is no limit to the amount of good you can do
if you don't care who gets the credit."*

As a student activities adviser you'll be dealing with many different types of groups: the whole organization, officers, committees, parents, administrators, and so on. While each group encounter will be different, all groups have the following in common:

1. Groups are made up of individuals who each have their own problems, interests, and priorities. Include group members in setting group goals so that they will have common problems, interests, and priorities.
2. Most group members aren't focused on the group's agenda at the beginning of each session. The wise facilitator uses warm-up activities (see "Warm-Ups") to bring the group members together and focus their attention on the matter at hand.
3. Group members will need to know your role as a sponsor so that they can correctly perceive your actions. Will you be a facilitator, an observer, a participant, an expert, a judge, or a combination of these? Decide on your role in the group and be sure it's clear to the members.
4. People in groups have a tendency to adopt roles. These roles vary with the group and its purpose, but everyone will perform according to the way they perceive their role in the group.

Functional Roles of Group Members

When a member says something, he or she is (1) primarily trying to get the group task accomplished (task roles); (2) trying to improve or patch up relationships among members (maintenance roles); or (3) primarily meeting some personal need without regard to the group's concerns (self-oriented roles).

Task Roles:

1. The *initiator-contributor* suggests or proposes to the group new ideas or a new way of looking at the situation.
2. The *information-seeker* asks for clarification of ideas and for authoritative information important to the subject.
3. The *opinion-seeker* asks for a clarification of the values that are important to the subject.
4. The *opinion-giver* states his or her belief or opinion about the topic.
5. The *information-giver* offers facts or generalizations that are authoritative; relates his or her own experiences.

6. The *elaborator* spells out suggestions in terms of examples and tries to show how an idea would work if adopted by the group.
7. The *energizer* prods the group to action or decision and attempts to stimulate the group to greater quality activity.
8. The *recorder* writes down suggestions and keeps a record of group decisions.

Maintenance Roles:

1. The *encourager* praises, agrees with, and accept the contributions of others. He or she shows understanding and acceptance of other points of view.
2. The *harmonizer* mediates the differences between other members, attempts to reconcile disagreements, and reduces tension.
3. The *compromiser* offers a compromise by admitting error, yielding to other ideas, or "backing off" to maintain group harmony.
4. The *gatekeeper* and *expediter* attempt to keep communication channels open by encouraging or helping others to participate.
5. The *standard setter* expresses ideals for the group to attempt, or uses standards to evaluate the quality of the group process.

Self-Oriented Roles:

1. The *aggressor* works in many ways: Deflating the status of others, expressing disapproval of the values, attacking the group, joking, trying to take credit for another's contributions, and so on.
 2. The *blocker* tends to be negative and stubbornly resistant, disagreeing for the sake of disagreeing.
 3. The *recognition-seeker* calls attention to himself/herself by boasting, reporting on personal achievements, or struggling to keep status in the group.
 4. The *dominator* tries to assert authority or superiority by manipulating other group members.
 5. The *withdrawer* tries to remove the sources for discomfort by mentally tuning out the rest of the group.
 6. *Pairing-up* involves seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.
5. Every group goes through four main stages:
- **Forming:** Your group, no matter how well-acquainted, needs a warm-up activity each time it meets. In addition to helping group members become better acquainted, warm-ups release tension and may also allay the fear of speaking for the first time during the actual meeting. That way, all members feel more comfortable about sharing their ideas.
 - **Storming:** All groups go through a stage of conflict, which is often called storming. Even though all groups experience this stage, a leader/sponsor can minimize its negative effects by setting standards, modeling desired behaviors, and allowing members to air their concerns.
 - **Norming:** After storming comes norming—the point at which the group finally becomes a cohesive unit by compromising, encouraging participation, maintaining a positive environment, and dealing with individual concerns.

- **Performing:** Your group should be able to use its members' talents to achieve a positive attitude, to share common interests and goals, and to make every member feel that he or she makes a difference. At this stage, the group functions as a cohesive unit with common interests, problems, and priorities.

Be aware of these stages and help your group members pass through each one.

6. Before your group breaks up, be sure to end the session with an activity that will tie-up loose ends. Even if the project isn't completed or the goal hasn't yet been reached, you need to bring the session to an end with a closing thought, a written evaluation, "I learned" statements from each member, or a game.

H

Hassles

*"The world is not interested in the storms you encountered,
but did you bring in the ship?"*

The Problem-Solving/Decision-Making Process

1. Realize that there is a problem. Identify its characteristics clearly and what it is *not*.
2. Define the problem and state it as a question (who, what, why, when). It's important that each member understands what the problem really is. Spend time discussing the problem—know it well.
3. Identify the choices. Collect and organize information describing the problem. This is a creative, idea-producing stage, seeking alternative solutions to the problem. Brainstorm. List alternatives so everyone can see them.
4. Evaluate possible solutions, explain each alternative, give each one a fair chance. Let one idea build on another or use a combination of ideas to solve the problem. List the strengths and weaknesses of each possible solution. Narrow the choices and reach a consensus. (Note: Consensus does not mean everyone has to embrace the idea with open arms. "Can you live with it?" is a more appropriate expectation.)
5. Select the best solution.
6. Act on the solution. Make action plans (See "Decision Making") and assign tasks so that the solution is effectively implemented.
7. Evaluate whether or not the problem has been solved after a certain time limit (deadline) has passed.
8. Trouble-shoot for other problems that may have developed while this problem was being solved.
9. Begin on a new problem.

I

Ideas

*"Ideas are funny things—
they won't work unless you do!"*

Ideas for Fundraising

Items and Services for Sale:

Newspaper Drive
Paint House Numbers on Curbs
Talent Show
Bake Sale
Watermelon Feed
Magazine Sale
Auction
Concession Stand at Games
Aluminum Can Drive

Shovel Snow
Carnation Sales on Holidays
Garage Sale
Bumper Stickers
Copper/Silver Drive
Print/Sell Student Directories
Baby Picture Contest
Spirit Chain Links
T-shirts with Class Members' Names on Them

Grams:

Val-a-Grams; Spook-o-Grams; Santa-Grams; Thank-You-Grams; Shamrock-Grams

Spirit Items:

Mugs, Mini-Pom Poms, Ribbons, T-shirts, Bumper Stickers, Painter's Hats, Book Covers, Frisbees, Key Chains

Wash:

Store Windows, Cars, Car Windows at Drive-in Movies, Airplanes, Postal Trucks.

Guidelines for Fundraising

- Don't schedule fundraisers immediately before or after another money raising project, or at times when other financial burdens are evident (school pictures, yearbook sales, and so on).
- Raise money for a specific reason and be sure the student body knows what it is.
- Show the student body how the money is spent.
- Sponsor a free contest now and then and offer a prize worth winning. Your credibility and support will improve.

Ideas for Dress-Up Days

School Colors
'50s Day
Mash Day
Look-Alike Day
Western Dress Day
Crazy Hat Day
Tourist Day
Pajama Day
Shades Day
College T-shirt Day
Spirit Buttons Day
Scarf Day

Bandana Day
Tie Day
Bermudas Day
Sweats Day
Boots Day
Crazy Sock Day
Pairs day: Jack and Jill, Laverne and Shirley,
Raggedy Ann and Andy
Kiddie Day
Opposite/Backward Day
Hawaiian Day
Dressy Dress Day

When planning a dress-up day, remember to select a theme that will appeal to all students. Start slowly with a low-threat idea or pick a theme that provides a wide variety of ways to dress. For example, on Hawaiian Day students who are apprehensive can wear their normal clothing and add a plastic lei around their necks. Students willing to take a medium risk can wear shorts and hats. Students who are gungho about the event can wear hula skirts.

Ideas for Service Projects

Canned Food Drive
Caroling at Nursing Homes
Neighborhood Clean-up
Adopt-a-Grandparent
Guides at School Functions
Read-A-Thon
Tutoring
Vandalism Repair
Care Packages
Clothing Drive
Giant Birthday Card
Free Babysitting at School Functions

Ideas for Appreciation

Write Notes to Team Members
Birthday Cards for Representatives
Staff Breakfast
Room Service for Teachers
Secret Pals
"T Is for Teacher" Apples
Singing Telegrams to Staff
Treat the Cooks to Lunch
Clean-up for Custodians

J

Job Descriptions

*"Put yourself in the job so completely
that when the year is over,
you won't regret a minute of it!"*

Your school's constitution should set forth the duties of your officers and members as well as the requirements each person must meet. Each officer needs a copy of his or her responsibilities, and candidates for the positions should be aware of the duties they will inherit.

Often, officers don't feel they have enough to do or their responsibilities are duplicated by another office. If this is a concern in your organization, remedy it by:

1. Eliminating unnecessary offices
2. Assigning new responsibilities to existing officers
3. Combining offices with like duties.

How To Develop a Student Officer's Job Description (or one for you, the adviser)

Office _____ Immediate Supervisor _____

Organizational Relationships:

1. Reports to: (Include a statement of the individual officer(s) and the kind of supervision to be received.)
2. Supervises: (Include a statement of the activities and decisions each is responsible for along with groups or individuals to be supervised.)
3. Coordinates with: (Describe the kind and degree of coordination needed with offices, individuals, and agencies.)

Duties and Responsibilities:

1. Primary duties and responsibilities
2. Secondary duties and responsibilities
3. Related responsibilities (committees, special assignments, community activities)

Summary: (Prepare a statement of primary duties and responsibilities and provide a clause that allows for expansion of the job's duties if needed.)

Signatures: (These indicate a willingness to abide by the job description. Include the officer's, the adviser's, the president's, and the principal's.)

A Leader's Job Analysis

(To be completed by the student)

What is my job? . . . How does it correlate with the work of the other officers and committee chairpeople?

1. The constitution says that my job is: _____

2. I am responsible for planning: _____

3. My regular work includes: _____

4. I am responsible for these occasional tasks: _____

5. These are the records I must keep: _____

6. I am responsible for reporting to these people in this order:
a. _____ b. _____ c. _____
d. _____ e. _____ f. _____
7. I am expected to put these reports in writing to these people by these deadlines:

8. I will get funds for office/committee expenses by: _____

9. I can also contribute to the total success of the organization by:

Student Council Adviser Job Description

1. Student Council Responsibilities

- a. Assist with campaign and election of officers and representatives.
- b. Assist with organization and operation of student council by:
 - Offering suggestions to students
 - Addressing the faculty throughout the school year to encourage support
 - Coordinating a workshop at the beginning of the school year
 - Suggesting a time for old and new officers to meet, exchange ideas, talk privately.
- c. Coordinate all student council meetings and their proceedings by:
 - Ordering *Robert's Rules of Order, Newly Revised*, for use by the council
 - Accompanying members to meetings outside school
 - Making sure that committees are meeting their responsibilities and deadlines.
- d. Assist in maintaining student council records and documents.
- e. Assist in distributing student council communications throughout the school.
- f. Coordinate and assist in training student council officers and representatives.
- g. Offer a leadership training class.
- h. Suggest attendance at summer or in-year leadership conferences.

2. Student Council Activities

- a. Maintain a calendar for scheduling student council events.
- b. Attend all after-school student council activities.
- c. Remain in attendance until all students have left the activity.
- d. Help arrange for chaperones, custodial help, clean-up help, location.
- e. Be responsible for financial matters and personally handle school monies.

3. Student Council Announcements

- a. Approve all special announcements pertaining to student council.
- b. Arrange for editing, publishing, distribution, and announcement of bulletins.

Expectations of Adviser: Student Viewpoint

Student council advisers:

- Keep quiet at the meetings
- Are very cooperative
- Let the council take over
- Add good information when asked
- Are willing to listen
- Love this type of work and students
- Do not dominate the floor and speak only when asked
- Listen to all ideas
- Are easy to get along with
- Don't try to influence us when we are making decisions
- Are honest by telling us exactly how they feel about our ideas
- Try to understand both sides (teacher and student)
- Always have answers to our questions
- Believe we should have more power and want us to be more active
- Try to direct the council's energies into something besides dances
- Can get things done
- Have nice, easygoing personalities
- Really care about the council and other students
- Sometimes bring new problems for us to work on
- Attend every meeting
- Have a sense of humor
- Are constantly on the lookout for anything that will help our student government
- Are for many new ideas in the school
- Have improved things since they started sponsoring
- Do not act uncomfortable around the students
- Are influential with other staff members
- Are extremely understanding of students and student viewpoints
- Stick with us and help us to get things done
- Are patient with us and offer opinions without interfering
- Respect the rights of the students even if the school board doesn't
- Try to get everyone involved in something or other
- Are organized most of the time
- Never promise anything they can't give
- Know parliamentary procedure well
- Get involved with students and the council
- Support council decisions after they are made
- Make no arbitrary decisions
- Are willing to let us try new things and work them out ourselves.

K

Keepsakes

*"The test of thankfulness
is really not what you have to be thankful for,
but whether others in the world
have reason to be thankful you passed their way."
—Cheley Colorado Camps*

There are bound to be days when you'll wonder why you ever said you'd serve as a sponsor. You'll, no doubt, question the system, your role in it, and your effectiveness. Hopefully, those days will be few and far between, but when they occur, reflect back on the good times and know that you've made a difference.

A scrapbook full of memories, personal notes from students, thank you's, and poems will help you rediscover the reasons for your commitment.

Positive Attitude Statements

- It's just as easy to expect the best as to look for the worst!
- When life hands you a lemon, make lemonade!
- In the presence of trouble, some people grow wings; others buy crutches!
- The earth has music for those who listen!
- Positive anything is better than negative nothing!
- Keep your face to the sunshine, and you cannot see the shadow.
- Your day goes the way the corners of your mouth turn.
- The optimist is wrong as often as the pessimist, but has a lot more fun . . . expecting the good things to happen.
- What you are to be, you are becoming!
- You are a child of the universe! No less than the trees and the stars, you have a right to be here!
- Believe in yourself! At times, you're the only one who will!
- The greatness of one person inspires that of another.
- I have value and worth. I am me, and I am ok.
- I'm glad I'm who I am—I like to be myself! Even when I do the wrong thing, I'm still the right person!

L

Leadership

"Leadership is the process of helping people do the worthwhile things they want to do."

Contrary to popular opinion, leaders aren't born. They're taught skills and values that help them grow into leadership roles. Student leaders need guidance, the chance to make mistakes, and the opportunity to experience success.

Your officers and organization members may have been elected for reasons other than their leadership abilities. If that's the case, it's up to you, the sponsor, to help them become good leaders. To do this, provide guidance with enough leeway to allow students to make their own decisions and succeed or fail based on those decisions. Student leaders need to know what is expected of them, what responsibilities they are expected to assume, and what their role in the organization is. When they fail to successfully fulfill their roles, you need to help them evaluate their actions and determine how they can improve their performances.

One way to help students improve their leadership abilities is to offer a leadership class as part of the school's daily schedule. A class needs a curriculum, a system for grading, and learning objectives that make it a class rather than "a place to goof off for an hour."

Lessons might include activities that teach and/or improve communication skills, goal setting, decision making, group cooperation, invisible kids, self-esteem, and problem solving. Activities could include giving speeches, creating props, decorations and/or posters for upcoming projects, skits that illustrate leadership qualities, boundary breaking, and self-discovery questions. The "Resource" section of this handbook lists several publications that are useful in planning a leadership curriculum.

Caution: Leadership classes can become elite cliques. Be sure to open membership to all interested students or have after-school work meetings that allow non-class members to participate in planning and preparing popular projects. You may want to limit the number of semesters a student may enroll in the class to vary the class composition and ideas.

Some schools use a leadership class to teach skills to members and officers of many student organizations (student council, NJHS/NHS, cheerleaders, Key Club, etc.). These groups hold their meetings separate from the class. One advantage of this type of class is that non-elected leaders can also be included in leadership education. Many teachers have enrolled "negative" leaders in their classes. These are students who exert leadership over a group of friends and undermine school spirit. The results in reducing apathy, vandalism, and other anti-school behaviors have been impressive.

Take advantage of camps and conferences that help improve leadership skills. Encourage exchanges with officers from other schools to help your officers explore their roles. Keep an open line of communication, and let your students know that you are there to support them, not to say "I told you so" when things go wrong.

Express your willingness to work as a team and watch your leaders bloom.

M

Meetings

*"When some speakers stand up,
their minds sit down."*

Agenda Planning

An agenda is a specific list of items to be addressed at a meeting. A draft of the agenda should be prepared by the president and the executive committee a few days in advance of the meeting. It's helpful to deliver copies of the agenda in advance to everyone expected to attend the meeting. They, in turn, should have an opportunity to add to the agenda at the beginning of the meeting.

Each member should receive a working copy of the agenda at the meeting. This copy provides space for additional items and notes.

Sample Agenda

Call to Order:	Official opening of the meeting by the presiding officer.
Roll Call:	Read by the secretary who reports that a "quorum" exists (more than one-half of the members must be present to conduct business).
Reading of Minutes:	Minutes are the record of what took place at the last meeting. The minutes are read by the secretary. The presiding officer asks for additions or corrections to the minutes. If there are none, the presiding officer says, "Minutes stand approved as read."
Officer Reports:	All officers are invited to speak in order of their responsibility.
Standing Committee Reports:	Groups that have a specific job report on their activities.
Temporary Committee Reports:	Groups with short-term jobs report.
Unfinished Business:	Ideas, tabled motions, and projects from previous meetings are discussed.
New Business:	Any item that has not been previously addressed by the membership is considered.
Announcements:	Reminders about coming events or messages from the principal.
Adjournment:	Formal ending of the meeting by a vote.

Twenty Steps to a Better Meeting

How To Make Committee Meetings Effective

- *Before the Meeting:*
 1. Decide what kind of meeting will reach your goals.
 2. Plan the meeting carefully: Who? What? When? Where? Why? How many?
 3. Prepare the agenda in advance.
 4. Come early and set up the meeting room.
- *At the Beginning of the Meeting:*
 5. Start on time.
 6. Make sure everyone knows each other. Make introductions.
 7. Clearly define what you want to accomplish.
 8. Review, re-arrange the agenda.
 9. Set clear time limits for each part of the meeting.
 10. Review items to address from earlier meetings.
- *During the Meeting:*
 11. Focus on the same problem, in the same way, at the same time for everyone.
 12. Use butcher paper on the wall with marking pens. Write down everything.
- *At the End of the Meeting:*
 13. Make assignments—who, what, when (deadlines).
 14. Review the butcher-paper notes.
 15. Set the date, time, and place of the next meeting.
 16. Measure the meeting to see if it did what it should.
 17. Close the meeting on a positive note.
- *After the Meeting:*
 18. Clean up and put the room back in order.
 19. Prepare the minutes.
 20. Follow up on “action items” and plan for the next meeting.

Parliamentary Procedure Guide

Parliamentary procedure is a set of rules that helps groups make decisions.

The Rules

1. All members have equal rights and privileges.
2. Every person's rights are protected. The majority decides each issue.
3. Each question is fully discussed by the members.
4. Only one issue is discussed at a time.
5. The meaning of each item must be clear to every person before the vote is taken. When there is no further discussion, the group votes.
6. Duties and powers may be delegated by the group, but it keeps the right to make the final decision.
7. It is the responsibility of the presiding officer to apply the rules fairly. The president does not vote except in the case of a tie.

How Groups Decide

All decisions are reached through motions: Statements given to the group for consideration, discussion, and voting.

Any member may "make a motion." It must be "seconded" to show that at least two members are interested in the proposal.

Members who wish to discuss the motion ask for "recognition from the chair." They discuss the fact of the proposal, not the personalities and motives of the proposers. No person who has spoken may speak again until everyone who wishes to speak has had a turn.

When there are no further questions or statements, the chairperson of the group calls for a vote.

Voting May Be

- | | |
|------------------|---|
| ● Voice Vote— | Easy and fast—the vote is clearly one way or the other. |
| ● Show of Hands— | Gives an exact count, quickly. |
| ● Roll Call— | Keeps a record of how each member votes |
| ● Ballot— | Insures secrecy. |

Voting Is Decided By

- | | |
|--------------------|---|
| ● Majority— | At least one more than half the total votes cast. |
| ● Popularity— | The most votes cast. |
| ● Two-Thirds Vote— | At least $\frac{2}{3}$ of the votes cast. |

Parliamentary Procedure at a Glance

When You Want To	You Say This	May You Interrupt Speaker?	Must It Be Seconded?	Is the Motion Debatable?	What Vote Required?
Introduce business (a main motion)	"I move that"	No	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by"	No	Yes	Yes	Majority
Study something in more detail	"I move we refer this matter to committee"	No	Yes	Yes	Majority
Ask about noise, room temperature, etc.	"Point of privilege"	Yes	No	No	No Vote
To stop the discussion on one subject	"I move to table the motion"	No	Yes	No	Majority
Object to discussion of some undiplomatic matter	"I object to consideration of this question"	Yes	No	No	2/3 Vote
Take up a matter previously tabled	"I move to take from the table"	No	Yes	No	Majority
Reconsider something already disposed of	"I move we reconsider our action relative to"	Yes	Yes	Yes	Majority
End or adjourn the meeting	"I move that we adjourn"	No	Yes	No	Majority
Appeal a decision	"I appeal the decision of the chair"	Yes	Yes	Limited	Majority
End discussion	"I move the previous question"	No	Yes	No	2/3 Vote

N

Notes

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, to all the people you can, as long as you can!"
—Wesley

All students are trying to make their mark in the world. They need to know that they count, that they're special, and that their organization and school would not be as great if they were not there.

Your organization can let members know that they count by presenting certificates of merit or giving out member of the week/month/year awards. Part of each meeting can be used to recognize members who have contributed their time in worthwhile ways. You may even want to give birthday cards to members.

Members and other students who contribute time and energy to improve the school can also be honored with handwritten notes by organization officers who appreciate their efforts.

As a sponsor, you can let students, teachers, and administrators know they're important by making an effort to thank them for their input. Reward them for their participation with a personal thank-you note. Such recognition encourages them to volunteer on the next project.

Staff members who supervise an activity or provide transportation deserve your thanks, too. It's easy for a sponsor to believe that because he or she devotes extra time to student activities, other staff members should be expected to do so, too. This, however, is not necessarily the case. So write a note, use organization funds to buy them lunch, or surprise them with bookmarks, pens, or pencils in their mailbox the day after the event. If you treat staff contributions as special, they will be more likely to volunteer again next time.

O

Organization

"It's always sad to hear friends bemoan their lack of time to read a book, or start a new hobby, or do anything else they really enjoy. For if life offers no time for these simple pleasures, why are we working so hard?"

The Constitution

Every student organization needs a constitution to give it a sense of order and purpose. A constitution functions as a set of rules used to govern the group.

The constitution should be stated in simple, easily understood terms. It should include only essential items, and be developed in cooperation with the school staff and student body. Amendments should be simple and direct. The constitution must be studied regularly and changed to stay vital, meaningful, and real. The vice-president of the organization is often put in charge of these changes. He or she may chair a committee which routinely examines the constitution, proposes amendments, and oversees the ratification process.

Sample Constitution

- ARTICLE I: Statement of the name of the organization.
- ARTICLE II: The general purposes of the group.
- ARTICLE III: Powers vested in the organization; the right of veto by the principal.
- ARTICLE IV: Definition of membership for the group.
- ARTICLE V: Establishment of the time, methods, and procedures for nomination and election of members and officers.
- ARTICLE VI: Frequency of meetings and provisions for special sessions.
- ARTICLE VII: The duties and responsibilities of the organization, the officers, and members. (Be sure to include committees, too.)
- ARTICLE VIII: Method and procedure for ratification of the constitution.
- ARTICLE XI: Provisions for amending the constitution.

Organizing the Group

Organizing a student group requires planning and organization. Sponsors should plan for the entire year, not project to project. Begin by outlining a calendar for the year filling in projects that occur at the same time each year (elections, holiday dances, val-a-gram sales). Specific dates aren't necessary right away, but this outline will allow you to see which months are busy, which goals can be achieved through scheduled projects, where new ideas will fit, and where changes may need to be made because goals or types of projects are being repeated too often.

In addition to your group's calendar an all-school calendar that includes every club's activities, meetings, and projects should be available. That way organizations can avoid undue competition.

Organizing Projects

The 11 Ws of Project Planning

1. What are you planning to do?
2. Why do you want to do this project?
3. When and where will the activities or events take place?
4. Who will benefit from the project?
5. Who needs to approve the project?
6. When will the basic planning be done?
7. What funds will be needed? When will the money be needed? Who will get the money?
8. What kind of publicity is needed? When is it needed?
9. What committees are necessary?
10. Who deserves special thank you's? Who will write the thank-you notes, and when will it be done?
11. Was the project worthwhile? What changes are needed to do it next time?

Organizing an Assembly

1. Decide what assemblies the student body needs and will like.
2. Check to see what financial, time, and calendar limitations exist.
3. Choose two or three possible assemblies for two or three specific days.
4. Get a commitment from the person in charge of the assembly, making sure that the date, times, conditions are acceptable.
5. Submit all reservation forms for the auditorium, speaker system, and assembly schedule.
6. Write a letter immediately to each person contacted. Indicate dates, times, fees, stage requirements, and other needs. Sign the letter, along with the signature of the principal to make it official.
7. If a contract is necessary, the person in charge will send it to the school to be signed and returned. Keep a copy of all contracts for the treasurer as well as the record of common agreement for the assembly.
8. Be certain that all reservation forms, bulletin announcements, poster preparation, and other building procedures have been followed.
9. Discuss all details with any staff members who should know what is going on.
10. Get the stage crew primed and ready. After the assembly is over, personally thank each member and write thank-you notes.
11. Be certain that the principal gets copies of all contracts, forms, letters (everything dealing with agreements), fees, and dates.
12. Try to have a student introduce the assembly.
13. Follow up the assembly with an evaluation session of your members. Record these observations.
14. Pay speakers at the time of the performance rather than waiting for your follow-up letter.

Organizing Yourself

Here are some items to consider for effective time management:

- *Consider your health* and basic life requirements such as sleep, good nutrition, stress management, and contact with family and friends. These things are important to your mental and physical well-being. Learn to schedule time for yourself and those things that will keep you healthy and happy in the long run.
- *Use a Calendar.* This is a good tool for gaining control of your life. It relieves the pressure that you might have by forgetting something.
- *Make a daily list* of things to do.
- *Number all the items* on the list in order of their importance. Another technique is to number the items as you think of them and then circle the ones that need immediate attention.
- *Estimate how much time* each item will take. Be realistic! Any item that can't realistically fit in one day can be carried over to the next.
- *Value your time* like money. Use it carefully and with good efficiency.
- *Stick to your schedule* as much as possible. Carry your appointment book with you, but allow flexibility for emergencies.

P

Purpose

*"A person who stands for nothing
will always fall for something."*

Your organization needs a purpose—a reason to exist; a reason why others should support it; a reason why students should become members.

In looking at your group's purpose, be sure to evaluate it in terms of the other groups in school. How many organizations seem to exist for the same reason as yours? If there are several clubs all claiming to be a service organization, the student body and staff are probably wondering why the school needs so many. Perhaps there's a way to consolidate these groups to eliminate duplication and reduce the number of conflicts students face when trying to choose from so many activities.

Q

Quality vs. Quantity

*"People may have the most dazzling talents,
but if those talents are scattered upon many objects,
they will accomplish nothing."*

The only time that quantity is more important than quality is when you're brainstorming. Even then, those numerous ideas are evaluated for merit at the end of the process. Quality should be the number-one concern in all your organization's activities.

Quality of Projects:

Your project should . . .

- be fun for everyone
- never embarrass anyone
- be creative
- highlight the various talents of the student body, not just the athletes or leaders
- not disrupt the learning process
- be well publicized in tasteful ways
- be accessible to everyone (cost, participation requirements, and location should not eliminate anyone)
- be determined by the needs and desires of the total school population.

Quality of Products:

When you raise funds, be sure your products . . .

- are useful to the consumer
- support the learning process
- won't disrupt classes
- won't break school rules
- are made of good materials
- are worth the price
- are backed up by the company
- are attractive
- contain no spelling errors or flaws.

Quality of People:

As a sponsor, avoid encouraging perfection, but do encourage quality. The members and officers of your group need to consistently:

- Set good examples in classes, the halls, the cafeteria, the community
- Meet academic standards and attendance requirements
- Obey the law
- Treat people fairly—no playing favorites
- Be friendly, outgoing, courteous, and pro-school
- Go through the system to propose changes; no bad-mouthing the staff or rules
- Take responsibility for their failures and successes
- Be willing to say, “I goofed” and “I’m sorry” when appropriate.

Your members will learn from you, their sponsor. Act as a quality role model at all times. Be fair, consistent, caring, and human.

R

Resources

*"Every person I meet is in some way my superior,
and in that, I can learn from him or her."*

The NASSP Division of Student Activities has numerous resources. Schools can join the DSA by paying \$50 annual dues. Membership includes a subscription to *Student Activities* magazine, insurance, and materials for three sponsors at your school. For more information about membership or publications, write:

NASSP
Division of Student Activities
1904 Association Dr.
Reston, Va. 22091

Curriculum:

- Leadership Alive!* by Jane Taylor Wilson, 800 Roberto Ave., Santa Barbara, Calif. 93109.
NLTC Leadership Curriculum Guide by Kate Perrin; NASSP, Reston, Va. 22091
100 Ways To Enhance Self-Concept in the Classroom by Canfield/Wells; Prentice-Hall, Inc., Englewood Cliffs, N.J.
Teaching People To Love Themselves by Elkin; Growth Associates, P.O. Box 8429, Rochester, N.Y. 14618.
The Rainbows of Leadership by Earl Reum; available from CHSAA, 11351 Montview Blvd., Aurora, Colo. 80010.
You and Me (Communication Skills) by Egan; Brooks/Cole Publishing Co., Monterey, Calif.

Ideas:

- "Let's Hear It for School Spirit"; available from Jostens Educational Service, P.O. Box 796, Owatonna, Minn. 55060.
Spirit Works—Turn It On! by Bob Burton; Spirit Works, 1159 Banyan Dr., Fallbrook, Calif. 92028.
The New Games Book; New Games Foundation, P.O. Box 7901, San Francisco, Calif. 94120.

Sponsor Self-Renewal:

- A Touch of Wonder* by Arthur Gordon; Jove Publications, 200 Madison Ave., New York, N.Y. 10016
Love by Leo Buscaglia.

One Minute for Myself by Spencer Johnson, M.D.; Wm. Morrow and Co., Inc., 6 Henderson Dr., West Caldwell, N.J. 07006

The Precious Present by Spencer Johnson, M.D.; Doubleday & Co., Inc., Garden City, N.Y.

Stories:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst; Connecticut Printers, Inc., Hartford, Conn.

Dragolin, Flutterby, Morgan and Yew, and Shimmeree, by Stephen Cosgrove; Serendipity Books, Price/Stern/Sloan Publishers, Inc., Los Angeles, Calif.

Hug Me by Patti Stren; Harper and Row Publishers, Inc., N.Y.

"I Am Lovable and Capable" (IALAC) by Sidney Simon.

"Warm Fuzzies" by Claude Steiner.

S

Setting Goals

*"It is amazing what human beings can achieve in life
when they have a goal and keep every step in a
straight line toward it."*

—A. C. Palmer

Before you can accomplish anything suggested in this book, you must set goals. These should be personal and organizational, long and short term.

Too often, goals are set and then forgotten. Sometimes the project can become more important than the goal it was designed to achieve. Think about the goal, plan a way to achieve it, and then take the steps required.

First, write down your goals. Then, list the steps that are required to complete them. Lists are useful for three reasons:

1. They help you remember what it is you are trying to do.
2. You can cross off the steps as each one is completed, giving yourself a sense of accomplishment.
3. You can make a molehill out of a mountain. Often, we don't attempt to do something because it seems too difficult, but if we break it down into smaller steps, it seems much easier, giving us a better chance of success.

Help the students in your organization set goals by requiring them to have a reason for their projects. Ask officers to list goals for the whole year as they begin their term of office so that each idea can have a direction and an overall purpose. Write these yearly goals down so that they can be referred to throughout the school year.

Different Types of Goals:

- *Long Term*—achieved over a long period of time.
- *Short Term*—achieved in a short period of time.
- *Personal*—set for yourself.
- *Social*—deal with your social life.
- *Family*—goals that your whole family decides upon.
- *Group*—goals that a group as a whole wishes to achieve.
- *Career*—goals upon which you base your career.

Benefits of Goal Setting:

- Tells you where you are now and gives you direction for the future.
- Improves your self-image and self-awareness.

- Makes you aware of your strengths and weaknesses.
- Forces you to set priorities.
- Gives you focus for time and energy.
- Gives you a victory list of successes.
- Defines reality.
- Makes you responsible for your own life and behavior.
- Sharpens decision-making skills and offers targets for measuring achievement.

Written goals help you visualize, "actionize," and actualize.

Goal-Setting Steps:

1. Discuss and agree on a purpose statement for the group.
2. Brainstorm possible goals.
3. Evaluate, condense, and select goals that complement each other and that all group members can live with and work for.
4. Set priorities for goals.
5. Provide each member of the group with a copy of the goals.
6. Brainstorm objectives for each goal, one at a time.
7. Sort out duplication—condense, evaluate, and eliminate.
8. Narrow the objectives so that there are only a few for each goal.
9. Give a copy of the goals and objectives to all group members.
10. For each objective, list the steps necessary to complete it.
11. Make a job chart for each step.
12. Evaluate the progress toward the goal and record its completion.
13. Make changes in goals, objectives, and actions, if necessary.

T

Traditions

*"After you've done a thing the same way for two years,
look it over carefully. After five years, look at it
suspiciously. And after ten years, throw it away
and start over!"*

Traditions create school pride, improve school spirit, help organize the school year, provide a sense of continuity, and give students something to look forward to.

Traditions are easy to create. Take a successful event or project from last year, host it again this year, and if it's a success once again, you have a tradition.

Traditions can help your organization gain support from the entire school. You'll find students asking about when their favorite project will be held again, and they may even offer new ideas or help organize the project. Traditions will fill your calendar and help you plan your school year with less time and energy.

Be sure to create some traditions that provide special events or privileges for the "ruling" class (8th graders in middle school, 9th graders in junior high, or seniors in high schools). Special events might include a dance for class members only, a T-shirt with the names of every student in *the* class, a gift given to the school by the departing class, or a slide show of class members shown on the last day of school. These traditions not only make class members feel special, but can give underclassmen something to look forward to.

Of course, there's a fine line between tradition and monotony. An organization can't exist by tradition alone and, successful or not, projects become redundant after 5 to 10 years. One way to avoid ruts is to allow newly elected officers to choose projects they would like to do again, those they would like to modify and use, and those they want to discard. Then require them to create at least one new major project to be completed during their "administration." Who knows? They may create a new tradition in the process.

U

Uncovering Invisible Kids

*"They might not need me, but they might.
I'll let my head be just in sight.
A smile as small as mine might be
precisely their necessity."*

Just Another Somebody

I sometimes wonder what it would be like to be a student body president, to look good in a swimsuit, to have people call my name and wave from across the cafeteria, to have my picture in the school newspaper. But that's just for other people; it'll never happen to me.

I sit behind a cheerleader in my geometry class. She's always got a pretty ribbon in her hair. Sometimes red, sometimes blue, sometimes yellow. It's always pressed and perfectly tied. One day I saw her with her mom at the mall. It was a Saturday, and people were swarming everywhere. I nearly bumped into her as I was coming out of a record store.

"Excuse me," I quickly muttered. When I looked up and saw it was she, I nearly died of embarrassment. But I forced a smile and said, "Hi." She said "Hi" back, but in a real nonchalant way, then kept walking. "Who was that?" I heard her mom say as they passed by.

"I don't know," the cheerleader said. "Just somebody from class."

Just somebody from class. Makes me sound so anonymous, so faceless. I'd been sitting behind her all year, and she didn't even know my name. I know hers—even her middle name.

Why does school have to be such a lonely place? You'd think with all these kids, school would be one fantastic party. Maybe it is for others, but not for me. People say that God cares. I just wish He weren't the only one.

An invisible kid becomes a somebody when a student cares enough to break down the barriers. Low-threat projects that allow students to participate, almost without trying, help uncover invisible kids. Notes of appreciation and encouragement, chances to win a prize even though one feels inadequate at most games, and a simple "Hi" from a revered student leader can make the difference in an invisible kid's life.

Encourage your members and officers to plan projects and take personal steps to uncover invisible kids. These actions must be genuine, however. Leaders should avoid feelings of superiority and the idea that they are doing invisible kids "a favor" by paying attention to them. Remind your leaders that invisible kids are afraid to become visible, afraid of the risk, afraid of the hurt. The invisible kid trusts no one and will resist even the most genuine offers of friendship, so one must offer it continually and not give up.

Remind students to:

- Go slowly. Say "Hi" and call students by name.
- Only commit to what they are willing to do consistently—sitting with an invisible kid one day is useless if they're returning to their old seat the next day.

- Expect the invisible kid to latch on to them once the friendship has begun. (Students may need help dealing with this clinging behavior.)

As a sponsor, be aware that invisible kids exist within your organization, including your officers. Be aware of their needs and feelings, too. Often, we concentrate on the shy loner, and we lose touch with those outgoing personalities who also need us.

Some people don't realize
what it's like
to be alone
in a crowd.

So how could they know,
how could they know
how they can
reduce someone to nothing

with just a few careless words?

I wonder
how it must feel
not to care.

—Peter Goodwin

I talk . . .
but no one seems to listen.
I display actions and feelings . . .
but no one seems to see or react.
I love . . .
and long for response.

Can't people realize what they're doing to me? If people would only listen or see what I've tried to show or love when they see I love them . . . this loneliness would probably go away.

To the Future Leaders of My School

I've wanted to write this for a long time, but belonging to the class of people I do, it's taken me a while. I apologize; it's been badly needed. Some people don't realize it . . . or maybe they just choose to ignore it, like they do us.

I am a nobody. I'm not ashamed of it. I was just never given the attributes that a leader possesses. And I don't mind that either. We "nobodies" are the nation's future "silent majority." We're the ones who carry the majority of votes, then sit back to be led.

Sometimes, though, we don't sit back. We timidly raise our hand at a class meeting to volunteer for a committee, if we haven't already given up trying. Usually we're passed over in favor of a more "leader" type, who's been tried and found true. If we are picked out of the faceless mass of nobodies sitting in our own section, we're supposed to feel privileged . . . and we generally do.

When we arrive at the planning meeting, the only one of our kind, the token of benevolence on the part of the higher class, we find ourselves slightly out-of-place, and very uncomfortable. Those who do try to make us feel more at ease and humanlike will forever have our gratitude.

I'm a common "nobody." I'm only special to me, and to those few who are close to me. I've never been elected to anything; I've never wanted to be. I'm an average student, study moderately, make no trouble. The limelight never shines on me; I can only watch it glimmer from afar.

Please take a little of your time to remember us nobodies. It's true that most of us follow our leaders out of cowardly habit, but we will remember and always

have a certain amount of affection for those few of the upper-crust who took the time to treat us as human beings, not just potential votes or admirers. Those who can't even spare a "thank-you" when we compliment them on some achievement or even some article of apparel, will be forgotten as soon as possible. And those patronizing airs may bolster your ego, but they don't go very far with a "nobody."

This may, to some, sound bitter or trivial; I meant it to be neither. I've been very happy at my school, even knowing that I was just another vote.

Those "leaders" who laugh at this or ignore . . . I feel sorry for you. You don't even have sense enough to recognize yourself.

I remain as always . . . Anonymous

V

Voting

"Experience, reliability, and desire to do the job right are three of the most important qualifications of a leader."

Elections

If part of your job as an adviser includes planning elections, consider the following ideas and adjust them to fit your school's needs.

1. Require students to register to vote.
 - Voting is a privilege. Try imitating general elections by holding voter registration a week before the actual election.
 - Use a class roster. Have students put their signature next to their typed name to register. Students sign again when they receive their ballots.
2. Depending upon the size of your school, you may wish to use voting machines. Call your local election commission for more information.
3. Be sure your election committee publicizes and enforces campaign rules and procedures. Rules should include a limit on campaign expenditures, regulations governing class disruption, and clean-up responsibilities of each candidate. Elections should not interfere with academic activities, and candidates should not expect special treatment from staff members during the campaign.
4. Consider having students run as a part of a "party ticket." Each group runs as a team with individuals seeking the office of their choice. Voters cast one vote for the entire ticket rather than voting for separate offices.
5. Hold elections for officers only and allow representatives to volunteer to serve. Many schools have highly successful voluntary councils. There are, however, both advantages and disadvantages to this system.

Advantages:

- Students want to be in student council—attendance isn't forced.
- Invisible kids who might never run in an election can be part of the organization.
- Because membership is voluntary and anyone can join, the constitution can require future officers to be active representatives before becoming candidates. This partially eliminates the problem of popularity contests in elections as it ensures that future officers will be familiar with the organization's functions and specific officer duties.
- More than one student can represent the same class. This way a potentially good representative isn't eliminated by an election.
- More people do more work.

- Students involved in sports and other activities can attend student council meetings when their schedules permit.

Disadvantages:

- Some classes may not have anyone volunteer.
- In class, representative duties may have to be rotated or shared.
- A meeting place large enough to accommodate a voluntary council is necessary.
- To keep all the members interested and active, officers and sponsors must provide many opportunities for participation.
- Since attendance will vary from meeting to meeting, the group making a decision one week may not be the same group that implements it the next.
- Teachers may be confused about who is representing their classes.

W

Warm-Ups

"Of a good beginning cometh a good end."

Regardless of group size or how well members know each other, group warm-up activities should be used each time the group meets. Warm-ups help members get better acquainted, release tension and relax, and center on the present (forgetting hassles they may have brought to the meeting). Many warm-ups also give members a chance to talk, thus allaying the fear of speaking for the first time during the actual meeting.

When choosing a warm-up for your meeting keep the following guidelines in mind:

1. Never use an activity that embarrasses a student. Even the most popular leader hates to be the only one who's "out in the cold."
2. Until the group has met frequently and members are comfortable with each other, avoid warm-ups that require touching, close contact, or soul baring.
3. Be sure your choice of warm-up fits your room size, group size, time limitations, and that it doesn't impede the progress of the actual meeting. (Don't get them charged up if you expect them to sit still and quietly throughout the meeting).
4. Warm-ups should be fun and make the participants feel comfortable.

Sample Warm-Ups

A. Zip-Zap

1. Students stand in a circle with one person in the center.
2. Students in the circle meet the people on either side noting names.
3. Person in the center approaches a circle member and says, "Zip," "Zap," or "Zip-Zap."
 - a. For "Zip," say the name of the person on the right;
 - b. For "Zap," say the name of the person on the left;
 - c. If this person fails to say the name correctly or quickly, he or she goes into the center of the circle.
 - d. For "Zip-Zap," everyone (including the person in the center) tries to find a different place in the circle. The person left over goes to the center.

B. Name Game

1. Students sit in a circle and introduce themselves one at a time. After saying their first name, they pick something from the Sears catalog that begins with the same letter as their name and that represents them. (Scott—shovel, Jane—jewelry, etc.).
2. The next person repeats his or her predecessor's name(s), then his or her own until the whole circle has been introduced.

3. Variations:

- Pick a city, a food, any word that starts with the same letter.
- Have people do their names but others in the circle don't have to repeat them.
- After everyone has finished, switch seats and see who can remember all the names.

C. Human Scavenger Hunt

1. Prepare a sheet with many personality and behavior characteristics, leaving space for a signature following each one.
2. Set a time limit and have participants find people to fit each characteristic.
3. When found, the person signs the paper after showing he or she "fits the bill."
4. The person who finds the most people "wins" and introduces all those who signed his or her sheet.

D. Four Corners

Assign types of cars, flowers, songs, people, or vacation spots to each corner of the room. Participants go to the corner that best represents them and introduce themselves to the other people in that corner. Allow time for participants to discuss why they chose the corner they did with those who are also in that corner. Then pick a new category, and move again.

Example: Cars: Rolls Royce, VW Bug, Jeep, Ferrari
Flowers: Daffodil, Rose, Dandelion, Daisy
Musicians: Lawrence Welk, Bach, Beatles, Motley Crue

E. Shoe

1. Everyone takes off his or her right shoe and places it in the middle of a circle in a pile.
2. While chanting, "Shoe, shoe, shoe . . .," each person puts on a different shoe and then tries to match up feet with the person wearing the matching shoe (all while still walking around chanting).

F. Spirals

1. Group holds hands in a line.
2. The leader start the spiral by standing still and wrapping his arm around himself, pulling the line.
3. When the spiral is complete, the leader (in the center) drops to the floor and crawls out leading the line behind him.

G. People to People

1. Group members spread out and find partners.
2. The "caller" stands in the center of the room and yells out different calls that require body parts to be put together (ear to shoulder, knee to knee, etc.).
3. Partners touch each other according to these calls.
4. After three or four calls, the caller yells, "people to people" and everyone (including the caller) runs to the center of the room to grab a new partner.
5. The person left without a partner becomes the new caller.

H. **People Machine**

1. One person starts by pretending to be part of a machine (with or without noise).
2. The others add on one at a time.
3. For variation, try to mimic a real machine.

I. **Mirrors**

Couples face each other. One person is the mirror and must imitate the other's actions. After one minute, switch.

Human Scavenger Hunt

Find someone who:

Have them sign their names:

has blue eyes

wears contacts

is in Mrs. Babson's class

loves to ski

has been in leadership class before

has a Beatle album collection

watches "Magnum P.I."

can name the seven dwarfs

lives in Grand Lake

has traveled to a foreign country

is in Ms. Fraizer's English class

loves spaghetti

drinks diet pop

plays football

knows the Cub fight song

GOAL: Getting acquainted

ACTIVITY: People Bingo

Each student is to find a student who matches the description in the square. When they have obtained the names of people in squares horizontally, vertically, or diagonally, they call out "Bingo" and then read for the group the names of students they have found and the description in the square.

1 Born in Colorado	2 Been to Europe	3 Has blue eyes	4 Plays the guitar	5 Is wearing blue jeans
6 Has red toothbrush	7 Sleeps with a stuffed animal	8 Doesn't get an allowance	9 Is the oldest in the family	10 Family owns a B.M.W.
11 Has more than six brothers/ sisters at home	12 Doesn't have a pet	13 Saw movie "Footloose"	14 Is youngest in the family	15 Wears contact lenses
16 Has own TV in their room	17 Went to Michael Jackson concert	18 Likes Mexican food better than hamburgers	19 Plans to go to college	20 Been to Hawaii
21 Has same shoe size	22 Born in a foreign country	23 Gets more than \$5 a week allowance	24 Has a dog and a cat	25 Goes skiing with their family

X

Xtra Space

"I had a thought; it sped away.
I caught a glimpse, but it wouldn't stay.
It was important, that I knew,
And so a deep frustration grew.
The harder I tried, the harder it got
to find that most elusive thought.
And I still believe right to this day,
Fame lay in the thought that got away!"

—Norman Broomhall

My thoughts and ideas about . . .



You

*"Students involved in school activities
can soar higher than the eagles,
but you are the
wind beneath their wings!"*

You Are Very Special

You—each one of you—are very special.
In all the world there is no one exactly like you.
Since the beginning of time there has never been another person like you.
Your smile, your eyes, your hands, your hair—it's all your own. You are special. . .
No one can paint your brush strokes.
No one has your taste for music, for food, for drama, or for art.
No one in the universe sees things just as you do.

In all of time, there has never been anyone who laughs exactly as you, who thinks exactly like you.
What makes you laugh or cry or think in exactly your way might have a totally different response in another. You are special.
You are different from every other person who has ever lived in the history of the universe.

You are the only one in the whole of creation who has your particular set of abilities.
There is always someone who is better than you at one thing or another. (Every human being is superior to every other human being in at least one regard)
But you are special, and you are—each one of you—superior to me in at least one dimension.
You are special.

No one in the universe can reach the quality of the combination of your talents, your abilities, your feelings. Like a room full of musical instruments, some may excel alone, but none can match the symphonic sound made when all are played together.

You are a symphony.

Through all eternity, no one will ever look, walk, talk, think, or do exactly like you. You are special. You are rare, and in all rarity there is enormous value. Because of your great value, you need not imitate others. Celebrate your differences.

Out of the billions of applicants, only one is qualified. Only one has that unique, right combination of what it takes—and that one is you.
You are special. You are very special.

Because you are so special and so important to your organization, you need to take care of yourself, be your own best friend, take time for you.

And . . .

- Say "no" when you need to. You can't do everything for everyone, and you're useless if you allow yourself to become tired, sick, or run down.
- Don't do things the students can do themselves. Join them if you wish, but don't do it for them.
- Don't bail students out by taking on their responsibilities. Students learn better lessons from failed projects than they do from ones that the sponsor rescued.
- Ignore negative voices that keep telling you you're crazy to care so much and work so hard.
- Surround yourself with positive people. Find the "wind beneath your wings" and allow it to support you.
- Take time to do the things you really want to do. Indulge yourself.
- Expose yourself to enthusiasm—it's contagious.
- Treat others as you like to be treated.
- Love life, and it will love you right back!



Ze End

About the Author

Jan Kurtz has been involved in student activities for the past 13 years. She is currently teaching social studies and leadership at East Grand Junior High School in Granby, Colo., the site of an annual junior high/middle level statewide leadership conference.

Kurtz has served on the staff of the National Leadership Training Center, middle level, in Estes Park, Colo., for the past five years and has also been a staff member at the Colorado and Wyoming state high school student council workshops. She has conducted workshops for students and teachers about goal setting, communication, group process, leadership class curriculum, and personality types. Her favorite topic is self-esteem: Everybody is somebody!

You can write Jan Kurtz at P.O. Box 1257, Grand Lake, Colo. 80447; or call her at (303) 627-8209.

NASSP
Division of Student Activities
1904 Association Drive
Reston, Virginia 22091